

1985

March 12, 1985

Faculty Senate

Follow this and additional works at: https://thekeep.eiu.edu/facsen_mins

Recommended Citation

Faculty Senate, "March 12, 1985" (1985). *Minutes*. 907.
https://thekeep.eiu.edu/facsen_mins/907

This Article is brought to you for free and open access by the Faculty Senate at The Keep. It has been accepted for inclusion in Minutes by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

Eastern Illinois University

FACULTY SENATE

March 12, 1985

PRESENT: Searle, Sutton, Oseguera, Miller, Nordin, Norberg, Perkins, Smith, Reed, Heumann, Ozier, Coon, Stevens, Morice.

ABSENT: Stoughton.

VISITORS: Jeanne Patterson, (Eastern News); Don Dolton, AFT/UPI representative.

COMMUNICATIONS:

1. From President Rives, Mar. 6, note for Senate Chairperson or designee to serve as a member of the Campus Advisory Council on Development.
2. From K. Kohanzo, Mar. 7, request for the Senate to appoint representatives to review the student conduct code revision process.
3. From C. Knoop, correspondence opposing reporting mid-term grades.
4. From Library Advisory Board, agenda and minutes, March 11.
5. From L. Ankenbrand, Mar. 7, correspondence affirming the unanimous vote of the Faculty Advisory Committee to Faculty Development to be under Academic Development.
6. From VPAA Schick, Jan. 30, 1985, noting progress toward establishing on a trial basis a special program during the summer term of 1986 in which foreign students could improve their English language skills.
7. From VPAA Schick, Mar. 8, position announcement: half-time, Interim Director of the B.J. in Career Occupation degree program effective June 1, 1985.
8. Minutes from CGS, Mar. 5, CAA, Mar. 7.

Perkins moved, seconded by Oseguera, to approve the minutes of March 5 as published. Motion passed unanimously.

OLD BUSINESS:

1. Summer School: Don Dolton reported that collective bargaining representatives are awaiting suggestions from President Rives and VPAA Schick on how to implement a ten month contract. He then answered a variety of questions posed by Faculty Senators. During a lengthy discussion, he noted that only about 2 C.U.'s are given to faculty at Eastern for advisement in contrast to approximately 400 CU's received by faculty at Western for advisement duties. Approximately 90 CU's are given to Eastern faculty for research in contrast to 400 CU's to faculty at Western who engage in research.

EXECUTIVE SESSION:

Smith moved, seconded by Heumann, to go into executive session. Motion passed unanimously. Perkins moved, seconded by Ozier, to come out of executive session. Motion passed unanimously.

2. Evaluation of Deans: Sutton reported that VPAA Schick opposed the evaluation of Deans. Senate members agreed to pursue the issue.

3. Proposed Administrative Reorganization: Sutton reported that VPAA Schick stated that there will be an "academic homeland" for Career Occupations. He also noted that VPAA Schick is against the Senate position that Faculty Development be placed under Academic Development.

4. ELECTION INFORMATION: Marty Reed reminded the Senate that the Faculty Senate sponsored election for University Councils and Committees takes place on Tuesday and Wednesday, March 19 and 20, between 8:30 and 4:00 at the MLK Union. ABSENTEE BALLOTING will be on Monday, March 18, in room 174 Lantz Building between 11:00 and noon and between 3:00 p.m. and 4:00 p.m.

The questions the various candidates address are listed below. Their responses are attached.

COUNCIL OF FACULTIES

1. What is the function and purpose of the Council of Faculties?
2. If elected, what particular issues do you intend to bring before the Council? Why?

FACULTY SENATE

1. List and discuss substantive issues that the Senate should address.

UNIVERSITY PERSONNEL COMMITTEE

1. What is your perception of the role of the UPC under collective bargaining?
2. Why do you wish to serve as a member of the University Personnel Committee?

COUNCIL ON GRADUATE STUDIES

1. Should the number of assistantships be reduced in order to increase graduate assistant stipends?
2. Should the constitution of the CGS be changed in order to have proportional representation similar to the University Personnel Committee?

ACADEMIC PROGRAM ELIMINATION COMMITTEE

1. Under what circumstances do you think it proper to consider eliminating an academic program?
2. What kind(s) of information should the members have available in the decision-making process?

COUNCIL ON TEACHER EDUCATION

1. What should be the responsibilities of the Council on Teacher Education?
2. Why to you want to be a member of COTE?

COUNCIL ON ACADEMIC AFFAIRS

1. What issues --considered by CAA in recent years, current or anticipated -- especially contribute to your desire to serve on the Council?
2. What factors do you think the CAA should consider in reviewing the current policies on academic probation, dismissal and reinstatement?

The list of candidates for the various University Councils and Committees is attached.

The responses of the candidates to the various questions are attached. Please Note, however, that the responses may not always be organized according to Council or Committee.

The meeting adjourned at 3:40 p.m. The next meeting of the Faculty Senate will be on Tuesday March, 19, at 2:00 p.m. in the Martinsville Room.

Secretary,

Bill Searle

FACULTY SENATE: (Vote for five)

Kent Beeler
Mark Davis
Richard Goodrick
Joseph Heuman
Billy Heyduck
Larry Janes
Thomas McIntyre
Paul Nienaber
Paul Rao
Frank Trocki
Robert Wiseman
Mary Wohlrabe

Council on Academic Affairs (Vote for three)

John Best
Jerry Geisler
Dan Hockman
Ellen Keiter
Jeffrey Lynch
Laura Rao

Council of Faculties (Vote for one)

Wayne Coleman
Patricia McAlister

Council on Graduate Studies
(A & S) (Vote for one)

Russell Carlson
Richard Funk
Andrew McNitt
Pat Wright

(Non A&S) (Vote for one)

Russell Fischer
Ronald Gholson
Foster Rinefort

Academic Program Elimination Review Committee

Area III: College of HPER (Vote for one)

Annie Lee Jones
Susan Woods

Area V: College of Education, Booth Library and Counseling Staff (Vote for one)

Richard Lawson
Eleanor McCabe

Council on Teacher Education

School of Technology (Vote for one)

Raymond Griffin
Howard Nelms

College of HPER (Vote for one)

Carl Sexton
Robert Valois

College of Education (Vote for two)

Patricia Barnhart
Gerald Pierson

University Personnel Committee

College of Education (Vote for one)

Sheryl Benson
Andrew Brulle

School of Technology and School of Home Economics (Vote for one)

John Messer
Virginia Vogel

Chemistry, Physics, and Mathematics (Vote for one)

Max Gerling
Richard Keiter

Zoology, Botany, Geography, and Geology (Vote for one)

Alan Baharlou

1. Raymond V. Griffin

1. The Council on Teacher Education should be a policy making body representing the school of education within the university structure. The council should take a leadership role in the development of the direction that teacher education curriculum should take. It should work towards the improvement of the teaching program at Eastern at all times.

2. I have a genuine interest in keeping teacher education at Eastern at the highly respected level it has maintained for many years. As a member of COTE, I believe I can represent my department's interest within the teacher education program. As a returning member to the committee, I can bring knowledge of the many problems that have confronted the teacher education program of the past and can relate this understanding to present and future needs.

2. Gerald Pierson

1. As stated in COTE's Manual of Organization and Procedures: (1) Jurisdiction relative to course and degree requirements affecting undergraduate students in teaching degree programs. (2) Joint responsibility with CGS affecting graduate students preparing to teach. (3) Recommendations to the President on broad policies and procedures relative to teacher education. (4) Procedural decisions relative to changes in course and degree requirements in teacher education. (5) Procedural decisions for granting exceptions to policies.

2. I have been deeply involved in the training of teachers for over two decades. I feel I have some things to contribute to the responsibilities listed above.

3. Carl N. Sexton

1. Most significantly, the Council on Teacher Education should be a policy making organization which would provide a structure for the coexistence of the various teacher education programs on campus. The Council should be involved in campus-wide evaluation of teacher education programs by outside organizations. The Council should react to demands made by the Illinois Board of Education in regards to teacher certification. Administrators should desire to seek support of the Council in the decision making process.

2. As a teacher in higher education, I have always tried to identify with the role, and responsibility of teachers in teachers preparation programs. At the University level, my teaching responsibilities have been in courses for prospective teachers. Therefore, it seems appropriate that I should at this time, seek membership on the Council on Teacher Education. I have not served on a campus-wide committee for 6-7 years; although, I have very much enjoyed past experience with colleagues from various disciplines.

4. Robert F. "Skip" Valois

1. A body of professionals such as the COTE should have the responsibility of overseeing all aspects of teaching and teacher preparation on the Eastern Illinois University campus. Administration of teacher certification would be an important function as well as student teaching guidelines for the various fields of study. COTE should make recommendations to the state, the university and the community regarding quality instruction and evaluation. The Council on Teacher Education should be an active force rather than a reactive one for the future of teacher effectiveness. I would like to see the COTE in conjunction with the University Testing Service develop a criteria for and publish each semester, a university wide list of instructors ranked as excellent by the Purdue Student Evaluations.

2. My desire for involvement on this committee stems from an intense pride for and satisfaction from teaching as a profession. Eastern Illinois University is still a well respected teacher training institution and I would like to see this reputation perpetuated. My previous experience lends itself to being an effective member on the Council on Teacher Education.

1. Sheryl Benson

1. The University Personnel Committee serves an important role in the total evaluation process of the faculty. I see this committee acting as a safe-guard for faculty members. The UPC insures that all individuals meeting departmental and university criteria will receive appropriate recommendations regarding retention, promotion and/or tenure.

2. By being a member of the University Personnel Committee, I would have the opportunity to serve my colleagues in the College of Education. I believe the experience of serving on my own departmental personnel committee has contributed important background information to help me effectively represent the needs of the faculty and College of Education. I am interested in the goals of this committee and will work to accomplish this.

2. Andrew W. Brulle

1. The role of the UPC under the collective bargaining agreement should be strictly to (a) review each bargaining unit member's documentation of his/her work related activities, (b) make judgements concerning retention, promotion, and/or tenure based upon the documentation, approved departmental criteria, and current contract specifications, and (c) provide recommendations to the Vice President for Academic Affairs relative to the retention, promotion, and/or tenure of bargaining unit members. Members of the UPC should take this responsibility very seriously. The UPC provides a vital check in the evaluative process, and it is important that members be thoroughly knowledgeable of current contract specifications concerning personnel matters and be prepared to make difficult decisions if necessary. Members of the UPC in all cases should respect the recommendations of DPC, chair, and dean, however the members of the UPC should also not serve as simply a "rubber stamp" for personnel decisions made at other levels. Rather, the UPC should be an authoritative body with the power to express opinions that are based on a well-founded interpretation of contract language.

2. I wish to serve on the UPC because I feel that the personnel employed by the university are its keys to success. As a member of the UPC, I would hope to encourage excellence in all aspects of the mission of Eastern Illinois University. As we begin to experience the effects of the declining birth rate, students will either elect or not elect to attend EIU based upon the abilities of its faculty. Currently we have a superior reputation. I would hope that by serving on the UPC I could maintain and possibly improve upon that reputation by insuring that all personnel decisions are made based strictly upon the evaluative criteria set forth in the contract.

3. Max O. Gerling

1. The UPC is one of several recommending units concerned with matters of retention, promotion, and tenure of fellow faculty members. The UPC reviews faculty evaluation forms and supporting materials and makes judgements on whether departmental and university evaluation criteria have been followed. The UPC should ensure fair and equitable treatment of those peers applying for retention, promotion, or tenure.

2. Faculty members deserve a fair, unbiased, competent review of their evaluation materials by their peers at this high level so that clear recommendations can be made to the Vice President of Academic Affairs. I have had four year experience on the Mathematics Department Personnel Committee and was chairman of that committee when the last revisions were made of the departmental evaluation criteria. I am thoroughly familiar with the process and its intricacies. I believe I can be a very productive member of this important committee.

4. Richard L. Keiter

1. The UPC evaluates retention, promotion, and tenure applications on the basis of approved departmental criteria. The principal role of the UPC is to ensure fairness to each applicant.

2. I wish to serve on a committee that ensures faculty members are treated fairly under the terms of the contract.

1. Russell Carlson

1. It is my opinion that the number of graduate assistantships are already at a minimum and that they should not be reduced any further. The past success and future success of graduate programs at EIU requires increases in both the number and the amount of graduate assistantships. The first priority should be to increase the stipend of the existing assistantships without reducing the number.

2. I support the plan which was in the February 8 minutes and was passed by the CGR.

2. Richard C. Funk

1. No. Some reduction in the number of assistantships has already occurred during the last several years and I believe that further reduction may be detrimental to the viability of some of the degree programs. We should continue to strive for an increase in funding.

2. The question is somewhat misleading in that there is already an element of proportional representation (note the current election), but, that element is probably not sufficient. The proposal for reorganization and expansion currently before the CGS has considerable merit and may provide the changes needed to create a more representative committee.

3. Russ Fischer

1. Stipends for graduate assistantships are notoriously low. Those who have had to exist on peanut butter sandwiches are well aware of limited financial reward, but were willing to accept limited remuneration to pursue some unique experiences. The idea of reducing the number of graduate stipends seems counter-productive when various departments and schools could in fact justify more graduate assistant help. That higher stipends would produce higher quality graduate assistants and thus greater graduate assistant production, may in fact be a fallacy.

Rather than devising ways to distribute dollars allocated for stipends, the Graduate Council along with various University agencies should pursue avenues to increase funding for assistantships. The possibilities for funding assistantships by outside private and public agencies may have great potential as we see Eastern Illinois University's regional interaction increasing.

2. With any organization designed to administer a collection of diversified programs effectively, it would appear that proportional representation is justified.

4. Ron Gholson

1. The answer to this question is most definitely a "no win situation!" However, the solution may be reduced to two words--"more funding!" While that is likely not to occur in the near future, I suggest we continue to be somewhat competitive in attracting quality graduate students. The "push for excellence" which seems to be the descriptor in education at all levels in the mid 1980's is most definitely tied to the need for more funding at all levels!

2. It seems any system of representation is a compromise! The present structure of the Council on Graduate Studies has the good feature of broad representation, yet, seems to lack appropriate representation of those divisions within the university which produce the greater amount of graduate study. Therefore, the number of graduate students enrolled in various college programs should be a primary factor in the composition of the Council.

5. Andrew McNitt

1. I am opposed to reducing the number of assistantships as a method for increasing the remaining stipends. It is a form of cannibalism. It will make it impossible for a number of graduate students to obtain an education and it

Andrew McNitt cont'd

will undermine several existing graduate programs. Stipends should be increased only when additional funds are available.

2. I have no strong feelings on this question. However, if I had to vote on the question now I would vote against it.

6. Foster Rinefort

This information is to provide further data about my candidacy for membership on the Council of Graduate Studies. My current responsibilities include Coordinator of Graduate Business Studies College of Business and teaching responsibilities at the graduate and undergraduate levels. My background includes fifteen years of industrial experience at the plant, corporate, and consultive levels and formal education through the Ph.D. degree, the graduate business degree. The Master of Business Administration degree program at Eastern Illinois consists of approximately ninety full and part-time students who take classes in Charleston and Danville.

Major issues which would seem to face the Council of Graduate Studies include graduate assistantships, committee composition and, directly related to these two, the subject of student enrollments.

Graduate assistantships are a powerful recruiting tool which can significantly help attract and retain students enrolled in graduate programs. While graduate assistant stipends are relatively low when these monies are combined with tuition waiver, with other employment opportunities and with various available loan programs, sufficient funds are normally available so that students can get through graduate programs. Therefore, a significant reduction in number of assistantships and significant increase in stipend amount is not favored at this time.

The proposed reorganization of the Council of Graduate Studies to ten members representing various graduate programs, research interests, and students, is favored. The plan seems to provide for good representation of the various interests and groups which are involved with graduate studies.

Graduate enrollments, an issue tied to the above two issues, should represent a challenge in the years immediately ahead. Some of the reasons that it may be harder to maintain enrollments include decreased numbers of students enrolling in graduate programs and taking graduate admission tests nationwide, and in Illinois, unfavorable exchange rates making it more expensive for foreign students to study in this country, and greater decreases in numbers of male graduate students, coupled with some increase in the numbers of minority students.

I am a candidate for Council on Graduate Studies membership in order to have the opportunity to help deal with these issues in this forum.

7. Pat Wright

1. Should the number of assistantships be reduced in order to increase graduate stipends?

Yes, if this question is posited on a realistic assessment of finances and if this is our only alternative. Both, in my view, are big if's. Eastern's graduate programs will find it impossible to compete with those in other state universities if the stipend amounts do not increase; surely the more qualified graduate students will find the higher stipends at other schools sufficient argument for not coming to Eastern. The recent announcement that graduate stipends will increase b

Pat Wright cont'd

about 10% for next year is a step in the right direction, one that will help make us more competitive for good students, but the graduate assistantship budget appears to be fixed in that the number of GAs assigned to each department does not increase. If, indeed, Eastern receives its fair share of the IBHE budget increases to higher education, then the administration can demonstrate just how committed it is to our graduate program by increasing accordingly the budget set aside for graduate assistantships. Granted, improvements are needed everywhere in the facilities of the University, but it's the people who make the University what it is. If stipends remain so few (and so low) that we cannot attract a larger number of qualified graduate students to our programs, then we will get exactly what we pay for.

2. Should the constitution of the CGS be changed in order to have proportional representation similar to that for the UPC?

No, unless some logical system for grouping academic disciplines can be determined. Although there are few objections to the idea of proportionment, there is little to be gained from such gerrymandering to achieve some specious "representation." It is unclear to me how a faculty member in Physical Education can adequately "represent" the graduate program in Business Administration, or how someone from English can "represent" the graduate programs in Art and Music. (These groupings have been suggested, according to the CGS minutes of February 19.) To represent is to act in place of, to be a spokesman for. If the English Department proposes a change in its graduate program which has little academic merit or does not improve graduate education, then I do not want to feel obligated to support that change simply because I am the representative of that area. Concerned with what is best for the University and the graduate programs here, CGS members should vote as representatives of academic standards and quality education.

CANDIDATES FOR THE COUNCIL OF FACULTIES

1. Wayne Coleman

1. It is my understanding that the COF is a representative body consisting of elected members from each of the Board of Governors institutions. The Council is concerned with matters which are applicable to all institutions within the BOG system rather than those issues which are unique to an individual university. Reports and recommendations are made directly to the BOG.

2. At this time I have no issues which I intend to bring before the Council when elected. I have been at Eastern since 1957. During that time I have been involved in many changes. I served as chair of the Department of Industrial Technology until that department was eliminated. I served as dean of the School of Technology for a period of about 6 years. Experience gained in these positions should prove valuable for service on the COF.

One issue which concerns me is an apparent trend toward administrative decisions which are made without adequate study or input from faculty. If this is a system-wide problem it might be appropriate for Council study. My primary aim would be to honestly and fairly represent the faculty and their wishes rather than my own personal concerns.

CANDIDATES FOR COUNCIL ON ACADEMIC AFFAIRS:

1. John Best

1. As one of the major committees at Eastern, CAA is in a position to formulate curriculum policy on a de facto basis as it reviews and approves specific courses. As the '80s continue to unfold, I think that broad issues related to curriculum policy will become increasingly important. I think it's also fair to say that the continued vitality and vigor of our university will depend in part on the responses that we make to such issues.

2. It seems to me that Eastern consistently strives to retain those students who have been admitted, and I approve of this policy. However, when a student's efforts are not met with success in such an environment, it's appropriate for us to have some concern about the student's ability or willingness to study at a university. It's also appropriate for us to express this concern in the form of reasonably stringent probation and dismissal policies.

2. Jerry Geisler

1. The next few years are going to be difficult ones for educational institutions. They are going to find themselves competing for students with other colleges, struggling to design curricula for a fast-changing world, and redefining the actual process of education as technology threatens traditional methods.

The Council should be the focal point of activities leading to efforts to better educate Eastern's students so that they may grow, contribute and prosper. It will become increasingly important to evaluate and upgrade course offerings and requirements. I would like to participate in the shaping of Eastern's future and that of its graduates.

2. The main issue is academic credibility versus the number of students enrolled in programs at Eastern. We could probably maintain our overall enrollment at a high level if the criteria for retention were lower. On that issue I strongly support the recent changes which increased the criteria for retention.

Another key factor involves Eastern's commitment to those who are admitted. If a student meets the admission standards and is reasonably well-motivated, does the system do its part to insure that he/she will matriculate? An examination of our efforts in relationship to other institutions would be appropriate.

3. Dan M. Hockman

1. Among those issues which have attracted my attention in recent years were the Honors Program, the Senior Seminar Program, student participation on the CAA, class attendance policy, "drop" policy and more recently--- and of particular interest---the proposal regarding a core curriculum.

2. The major considerations involved should be to provide the student with a reasonable opportunity to rectify any academic deficiencies but at the same time to assure that the University's academic standards are not compromised by a too lenient policy.

4. Ellen Keiter

1. I am interested in all issues related to the academic policies and programs of the university.
2. There are two overriding factors that should be considered in reviewing current policies on probation, dismissal, and reinstatement: fairness to students and adherence to standards that safeguard the academic integrity of the institution. As part of any review process, pertinent data regarding the effects of current policies should be collected and carefully examined.

5. Jeffrey Lynch

1.) There are so many issues that attract me to CAA -- and of such complexity -- that I am hard-pressed to discuss each in such short space. But let me outline a few with some shorthand responses to each:

- 1.) The recently proposed Core Curriculum--I don't like it.
- 2.) General Education Requirements -- There are too many courses to choose from now, a smorgasbord without logic or coherence.
- 3.) Competency Exams -- do we really need a Constitution exam and a Health Ed exam? I'd very much like to hear the arguments for these.
- 4.) BOG Program Review -- an annual exercise in terrorism, in which the BOG attempts to remind us who really runs the University. The criteria MUST NOT be headcounts. Academic integrity should be the criterion.
- 5.) Senior Seminars -- are they really seminars?
- 6.) Computer Literacy/Competency -- do we need a university-level course for what my eight-year-old son learned from an instruction booklet?
- 7.) Admissions Standards -- do we currently have these? If so, it's the best kept secret on campus.
- 8.) Frequency of Departmental Curricula Revision -- is this a sign of vitality or a pandering to students?
- 9.) The B.A. vs. the B.S. Degree -- what distinguishes the one from the other now? What ought to distinguish the one from the other?
- 10.) Academic Standards -- should our students be able to graduate with no instruction in or practice in writing a research paper? without ever having taken a history course? a language course? a philosophy course? a politics/economics/sociology course? an art history/music history course? ad infinitum.

When it comes to curricula matters, I confess to being something of a dinosaur. I don't think the primary role of the university is to train students for occupations. We do not need more idiot savants. The university should educate young minds to think on their own. Our graduates should be able to distinguish the true from the bogus, they should have an ethical sense, and they should be able to line up premises and draw a valid conclusion. Given the character and values of today's student, these issues are vital. We should prepare our students for life, not for a job. That's an important distinction that most students don't see. It is our responsibility as faculty to help them see it.

Jeffrey Lynch cont'd

- 2.) Essentially the problem is one of standards vs. numbers. The current policy looks good to me. Certainly the figures from last fall on probation and dismissal look encouraging. I would not tamper with the current policy simply because the registrar doesn't like it. It should be the faculty which sets standards and policies; the registrar should carry them out.

6. Laura M. Rao

Question #1

There are several issues which contribute to my desire to serve on the CAA. One of the most important has been the raising of freshman admissions standards. Another important issue which has been dropped for the time being is the core curriculum. By raising freshman admissions standards we are encouraging prospective students to have the basics on which to build during their college education. By then having a well rounded core curriculum, we are able to equip our graduates for a worthwhile contribution to society. We should not graduate students who cannot communicate well or have no concept of world affairs or have no appreciation for the humanities. Merely instructing students in a major area is not enough.

Another very important issue is the graduation requirement of computer awareness. In the past several years more disciplines are including computer literacy as one of the requirements for the major. This is good. The computer is here to stay and is a very powerful tool. Each person should know how to use it to his/her advantage.

Question #2

If we are raising the admission requirements, it does not make sense to lower our academic probation, dismissal, and reinstatement policies. Instead, the university might want to investigate ways to provide more support to those students who do have difficulty. Possibilities might be tutoring, required counseling on study habits, or even special courses for those groups of students who are known to have academic difficulty. However, continuing to carry students who cannot achieve an acceptable GPA is not doing any good either to the student or to the university. It may keep our enrollment high, but the quality of the graduates will be low.

1. Annie Lee Jones

1. Consideration of the possible elimination of an academic program is proper when the direct costs incurred by the academic program may exceed a reasonable price for the benefits accrued. Elimination of an academic program is proper only when there is substantial evidence that the university administration is attempting to provide alternative employment opportunities within Eastern Illinois University and the Board of Governors University System for tenured faculty members of the department under consideration. Students enrolled in the academic department should have a reasonable opportunity to complete degree requirements.

2. Necessary information includes complete accounting records with regard to program costs for the department being considered for elimination with objective interpretation for the nonaccountant. Quantitative information with regard to benefits such as student enrollments and employment opportunities for graduates for the department in question should be provided. Comparable cost-benefit data for departments not being considered for elimination should be available. There should be substantial evidence that the university administration is attempting to provide alternative employment opportunities for tenured faculty of the academic department in question. There may be important program benefits peculiar to the department investigated that are appropriate for consideration in the decision-making process but can not be objectively measured with quantitative data.

2. Richard W. Lawson

1. It would be proper to consider eliminating an academic program if the program meets several of these criteria: the staff has failed to keep the curriculum up-to-date; the program fails to meet the current needs of students, society in general, or, the human resource needs of the State of Illinois; there is a total lack of student interest in the program; there are no qualified staff members available to teach the courses; the program fails to meet accreditation standards; the program no longer satisfies the goals of the university; there is no foreseeable need for the program for preparation of graduates for employment, or, as a means of human enrichment.

2. The members of the committee should have, but not be limited to, the following kinds of information during the decision-making process: employment information regarding the application of the program to growing or declining growth occupations; accreditation and professional association statistics regarding projections about student enrollment and societal demands for educated persons; follow-up studies of former students; and studies of similar programs in other academic institutions. The committee should carefully weigh any decisions that might eliminate a program that may now be in questionable status, but might very well be viable again within a short time.

3. Eleanor F. McCabe

1. Circumstances under which it is proper to consider eliminating an academic program: (a) When a program has established a pattern of low enrollment for a period of several semesters. (b) When it is determined that a program is not relevant to the discipline of which it is a part. (c) When the University consistently finds itself unable to meet the demands of a program relative to staffing, facilities, and/or funding.

2. Kinds of information which members should have available in the decision-making process: (a) Information regarding program and its offerings, including course descriptions, course scheduling, staffing, facilities and equipment. (b) The enrollment history of the program. (c) Summaries of student evaluations. (d) Information from the departmental curriculum committee regarding the program, including efforts made or planned within the department to solve the program's difficulties. (e) Information and rationale from the department curriculum committee as to the relevance of the program to the EIU student

McCabe Cont'd
population, department(s), the University, and the vocational community. This should include the impact of the elimination of the program on all of the above groups. (f) Statements from the departmental chair and the dean of the appropriate college regarding the program being considered for elimination. These statements should address the status of the program, evaluation, and the presentation of a rationale supporting the elimination/retention of the program. (g) Records and placement office data providing information regarding graduates of the program and their post-graduate placement.

4. Susan Woods

1. Academic program elimination considerations should be evaluated on a case-by-case basis. While program enrollment is a factor when considering the elimination of a program, it's important to closely examine additional factors. A program with low major enrollment may provide service course contributions to the university, or function as an integral part of an interdisciplinary program, and the committee should evaluate all factors relevant to each circumstance.

2. Committee should request any relevant data that will allow for an informed recommendation.

CANDIDATES FOR FACULTY SENATE:

1. Kent D. Beeler

The EIU Faculty Senate has an honorable history of serving as a representative spokesperson for the faculty of this campus. In its activities, the Senate faces a myriad of substantive issues that affect not just faculty members, but the entire University community.

Issues that merit serious consideration and deliberation by the EIU Faculty Senate include ensuring proportional representation of its constituted membership, expanding visibility on campus and with BOG and BHE, attracting and retaining qualified faculty and students, reviewing the impact of off-campus course offerings on on-campus enrollment, expanding intersession and summer school course offerings, interfacing with Student Senate and other undergraduate governmental/judicial units, expanding faculty interest and involvement in governance, and endorsing University-wide activities related to the 10th Decade Development Drive.

2. Richard Goodrick

1. Proposed administration reorganizations--The Senate should provide a forum for faculty and staff input. Public hearings should be held before the Senate votes or issues a position paper on the proposed change.

2. Evaluations of deans--It is proper for the Senate to attempt to persuade the president and/or vice-president and/or vice-president for academic affairs to implement faculty evaluation of deans. However, the Senate should not be involved in the actual evaluation of deans. The Senate may advocate modification of existing processes and/or structures, but it should not be involved in the day-to-day implementation of such a program.

3. Summer employment--The Senate should be an advocate of improved employment opportunities at EIU. This is in keeping with the Senate's overall role as an advocate for faculty & staff. The rationale for this is that in "all matters affecting the welfare of the University," the Senate's only constituency is Eastern Illinois University in general and EIU faculty and administrative staff in particular.

3. Joe Heumann

The Faculty Senate should be concerned with regaining control over academic responsibilities lost to administration actions in the last ten years.

The Senate also has to find ways to get adequate food services for the staff on campus. The creation of the Club Car Coffee Shop should be the beginning of providing places where the staff can interact in comfortable and civilized surroundings. It is silly to have to entertain guests visiting campus, or interviewing for jobs, at Hardees or Pickles.

CANDIDATES FOR FACULTY SENATE CONT'D:

4. Larry Janes

Counter to the North Central Association report, I feel the Faculty Senate has addressed substantive issues, including minority enrollments, summer allocations, library budgets, evaluation of services, and dialogue with the Student Senate to name a few. My candidacy stems not from Senate failure to address key issues but a desire to see the rhetoric result in increased actions designed to promote the interests of EIU while paying specific regard to faculty interests.

Issues I feel relevant to the Faculty Senate beyond those noted would include the following: (a) Closed Sessions of University Committees - The Illinois Open Meetings Act applies to committees functioning under a public government. When sessions are closed, reasons for closure which do not violate the need for privacy, must be provided. I am concerned with the number of closed committee sessions. (b) Continued Clarification of the Relationship Between the Senate and the University Bargaining Unit - Both groups serve viable functions, but many faculty members see a need for clarification of roles that could lead to an improved relationship. Other issues such as affirmative action, summer allocations, and recruitment must also receive consideration in which I would like to play a role.

5. Paul Nienaber

Three areas which I think the Faculty Senate could profitably pursue: (a) BOG schools--The Senate could provide an effective forum to deal with the problem of salary inequities between Eastern and other BOG schools, and in cooperation with the UPI continue to attempt to bring EIU salaries into balance. (b) Evaluations--I've felt for a long time that there should be a university-wide instructor evaluation instrument. This would be a step in the direction of a uniform standard for judging performance, and would be useful for retention/promotion evaluation purposes. It could, in addition, provide a basis for Faculty Merit Awards. It would also seem appropriate for there to be performance evaluations of academic administrative (deans, etc.) as well as instructional personnel. (c) Summer School--The Senate could continue to press to expand and invigorate the Summer programs at Eastern, perhaps by encouraging development of some less "traditional" workshop/experimental courses, and possibly expanding the "Visiting Summer Scholars" program.

6. Thomas McIntyre

I see the Faculty Senate as needing to address two important issues:

1. Its image - the recent North Central Association report reveals that the faculty at large do not feel that the Faculty Senate represents their views and interests. Faculty input on issues could be gained by writing the minutes of Senate meetings in language and a format which can be understood by the faculty members who receive the minutes in their mailboxes. Upcoming agenda items should be published and faculty input sought by surveys, polls, referendums and petitions. This input is especially important if the Senate is going to address political issues such as the EIU Band playing at Mr. Reagan's rally/reception/speech.

2. Its boundaries - The Senate needs to define its realm of responsibilities so as not to impinge on the decision making territory of other committees, the union and the administration.

Addressing of these issues will assist in making the Faculty Senate a more viable and responsive committee.

7. Pal V. Rao

The Senate should provide leadership in improving every aspect of academic life on this campus. As such the Senate should debate and set direction on all matters that would contribute to the enhancement of academic life.

8. Robert C. Wiseman

There are many substantive issues that the Faculty Senate should address. As the representative body of the faculty, the Senate should look to the faculty for the issues that are of the greatest concern and that have the greatest impact on the faculty as a whole. In addition to the global concerns, the senate must also encourage the addressing of issues of personal and special interest groups.

Perhaps the major issue that the Faculty Senate should address is that faculty members seem to have little interest or encouragement to participate in the day-to-day or continuing decisions made in regard to the operation of the University. Many of these decisions may ultimately affect either the individual faculty member's position, teaching area, or department. Faculty members should be encouraged to become more interested in the affairs of the University through either committee participation or attendance at committee meetings. Faculty members should also be encouraged to make their position on University decisions known by contacting their faculty representative on University committees.

9. Mary Durkin Wohlrabe

As ombudsman and advocate for faculty members, the Faculty Senate's challenge lies in providing dialogue which interprets practices for the instructional staff and recommends improvements in the evolution of the University.

For example, understanding the meaning of the administrative structure may require mere clarification on some levels. Moreover, faculty input guiding future administrative changes affecting instruction might prove useful on other levels.

A second area for Senate interpretation and advocacy may embrace faculty development. On one level, efficient use of faculty resources should directly improve instruction, expanding classroom knowledge and the potential for achieving course goals. But others may expand their need for faculty development in other ways, tapping the enormous potential of community service.

A third suggestion for continued Senate attention may be the clarification of faculty concerns in the areas of student services. Constant interaction with students renders faculty members experts at understanding a portion of the students' environment and potential for learning. Improvements require coordinated and broad efforts to translate visions into successes in academic terms.

Other areas beyond the scope of this statement could improve faculty responsiveness toward administrators and students. Such responsiveness is my chief concern.